

Impact North West Schools Admissions, Attendance and Exclusions Policy

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Approved by:	Impact North West Schools Proprietor Board
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Policy Overview

At INWS, we monitor regular attendance and punctuality closely. The Department of Education's National target for attendance is 95% and it is therefore important that students' attendance does not fall below this unless there are valid reasons.

Regular attendees usually leave school with better skills and qualifications.

Irregular attendance can, unfortunately, undermine the whole process of education, leading to severe disadvantages for the student. Parents have a legal obligation to ensure both regular and punctual attendance at school. School is legally bound to keep attendance registers, marked at the beginning of each morning by form tutors and by teachers in Period 4 in the afternoon. Any pupils not physically present will be marked absent.

Admission to IMPACT North West Schools

1. Admission is usually by referral from a supporting organisation (e.g. school, LA) who is likely to also be the funder for the place. IMPACT North West Schools is registered as an independent special school working with young people aged 11 – 16 (secondary school age). All staff, including volunteers, working in the school have been appointed following strict HR guidance including obtaining DBS checks.
2. Admission is conditional upon provisional acceptance at one of our referral panel boards, a successful interview with the young person, their parent/carer (s) and a representative from the referring organisation (where applicable e.g. commissioning school).
3. It is also conditional on the young person understanding and agreeing to the Behaviour Policy set by INWS.

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- The INWS Referral Form must be completed in full.

Section 1 is to be completed by the referrer

Section 2 by INWS staff conducting the referral interview,

Section 3 by the parent/carer

The form is designed to answer questions with regard to the information required at registration and prompt parent/carer signatures for different aspects of the programme e.g. e-safety agreements, permission of photographs, permission for education trips and visits etc.

- Information about the circumstances leading to referral is gathered through the referral form and interview process. It is expected that the centre will be informed of all circumstances that a young person is known to be in, including issues with Child Protection, Police involvement, accusations of threats, violence or inappropriate sexual behaviour and other circumstance appropriate for ensuring the health, safety and wellbeing of the young person and those that they will come into contact with at the Centre.
- Any EHCPs, Individual/Personal Education Plans, Looked After care plans and other information regarding levels of support should be provided for the panel meeting to ensure the panel have all the relevant information to make a decision on the placement.
- Where a pupil has an EHCP, INWS staff must consider whether INWS and placement arrangements are sufficient to meet the specific needs and requirements outlined in the Plan. If not, the panel will decline the placement.
- Induction will take place during the first two weeks of a placement being agreed at INWS. During which time, staff will assess a students' needs and consider the suitability of the placement. At the end of this period, a review will take place where all stakeholders will decide whether the placement will continue.

Admissions Register

Upon acceptance to INWS, the following information must be recorded on the Arbor profile (please note, this list is not exhaustive of all data captured for the purpose of educating the pupil)

- The pupil's full name
- The student's URN
- The pupil's gender

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- The pupil's date of birth
- The pupil's primary schools
- The pupil's health needs
- The pupil's prior and current attainment
- The date the pupil was admitted to the school
- The name of the school the pupil has been referred from.
- The name and address of every parent and carer of the pupil that is known to the school
- Which of these parents and carers the pupil normally lives with so this can be recorded as the primary contact.
- Emergency contact details of the parents and carers

Attendance

Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

Promoting good attendance

Reducing absence, including persistent and severe absence

Ensuring every pupil has access to the full-time education to which they are entitled

Acting early to address patterns of absence

Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons

Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

Part 6 of [The Education Act 1996](#)

Part 3 of [The Education Act 2002](#)

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Part 7 of [The Education and Inspections Act 2006](#)

[The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

Roles and responsibilities

The Proprietor board

The proprietor board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy

The headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to the proprietor board
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis

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- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Suzy Wright and can be contacted via suzanne@impactnorthwestschools.org.uk

Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8.45am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

Pupils

Pupils are expected to:

- Attend every timetabled session on time

Authorised and unauthorised absence

Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as an unavoidable emergency.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated.

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Valid reasons for authorised absence include:

- Illness and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

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Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers/form tutors, and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

Reducing persistent and severe absence

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- The school will send regular communication home highlighting concerns regarding attendance.
- The school will send a letter home when attendance starts to decrease below 95%
- The school will send a warning letter home when attendance dips below 92% to inform the PCG that their child is in danger of becoming a persistent absentee.
- Where no signs of improvements are made INWS will take further actions such as attendance panel meetings, warning letters and fixed penalty notices.

NB:

Each child's attendance will be monitored on a case by case basis as each individual has their own context. The Monitoring stages below are a guide to how INWS monitor and intervene with those children who do not attend school regularly.

Attendance Monitoring

Stage 1: Below 90% letter

Stage 1a: Below 80% letter

Stage 2: Below 70 % letter

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Stage 3: Attendance panel meeting with INWS Attendance Lead and Parents

Stage 4: LA Monitoring period

Stage 5: Warning letter

Stage 6: Attendance planning meeting

Attendance Monitoring Intervention and support Flow Chart

Attendance Stages						
<p>Stage 1</p> <p>Below 90% letter</p> <p>INWS will also: Call home Discuss attendance with the student</p>	<p>Stage 1a</p> <p>Below 80% letter</p> <p>INWS will also: Call home Discuss attendance with the student</p>	<p>Stage 2</p> <p>Below 70% letter</p> <p>INWS will also: Invite PCG into INWS Offer a TAF</p>	<p>Stage 3</p> <p>Attendance panel meeting</p> <p>INWS will also: Offer Parenting YC5 course Offer a TAF</p>	<p>Stage 4</p> <p>LA Monitoring period</p> <p>INWS will also: Offer a TAF Offer Parenting YC5 course</p>	<p>Stage 5</p> <p>Warning letter</p> <p>INWS will also: Offer an early help referral</p>	<p>Stage 6</p> <p>Attendance planning meeting</p>

Stage 7

INWS consider a Fixed Penalty notice

Attendance Register

A young person is expected to attend all sessions (morning and afternoon) at INWS, unless absence has been authorised. Although it is the parent/carer who provides a reason for the absence, the decision as to whether it is authorised or not can only be made by INWS or the referring school. Absence can be authorised for the following reasons:

- Illness (I)
- Transport issue (C)
- Religious observance (R)

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- Compassionate leave (i.e. funerals, weddings of close family/friends) – (C)
- Attendance at referring school, i.e. for exams etc. (B)
- Attendance at meetings, i.e. health or welfare related (M) or (C) as appropriate
- On work experience (W)
- On a pre-agreed reduced timetable (C)
- Excluded by IMPACT Schools (E)
- IMPACT Schools not open (#)
- Other unavoidable cause, e.g. crisis in the home (C)

Holiday - A decision as to whether holiday during term-time is authorised or not should come from the referring school/agency, rather than be made by INWS. .

Attendance type must be recorded on Arbor at the start of each session (morning and afternoon).

Whenever pupils are absent and their Parents, Carers and Guardians have not informed INWS the reason for the absence, the pupil is marked as an unauthorised absence for that session. IMPACT Schools can change this mark at a later stage if the parents provide a satisfactory reason for their child's absence within a 15 day period.

Each morning, one member of staff will contact the parents/carers of any students who are absent to obtain a reason why. If a satisfactory reason is given, this should be entered into Arbor. If an unauthorised reason is given, or if contact cannot be made, the mark remains unauthorised.

IMPACT Schools staff should inform the referring school or agency of any students who are absent, along with the reasons given in order that they have the correct attendance information for their students. Schools will assume a student is present at INWS unless they are informed otherwise.

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Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

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Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		

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Code	Definition	Scenario
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Attendance

Students are to arrive at school by 9.00am

To report an absence, please call the attendance line on each day on 07733606327 before 8:45 and leave a voicemail.

Arrival after 9:30 without valid reason will be marked as a late code.

Children missing from education

A child going missing from education (e.g. unexplained absences, absconders) can be a potential indicator of a child protection concern. Staff should consider that where children are missing from education, particularly on repeat occasions, action may need to be taken to help identify any risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Where

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such concerns exist, staff should follow the procedures for reporting concerns as outlined in the Safeguarding – Child Protection Policy.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

All schools that refer students to INWS must inform their local authority of any pupil who is going to be deleted from their admission register, or where any pupil fails to attend school regularly. INWS has a responsibility to keep in regular contact with referrers regarding students' attendance.

Suspensions

INWS suspensions are only used where absolutely necessary. However, we do acknowledge that there are times when, as a last resort, or as a direct consequence of a serious behaviour incident, a period of suspension is necessary. We also recognise that it is the reflection and restorative conversations following a period of exclusion, rather than the exclusion itself that presents the greatest opportunity for learning from mistakes made. To this end, suspensions may be referred to as 'reflection time' with the student being expected to consider or carry out specific questions or activities that will help them begin to explore the events that led to the exclusion. Prior to their reintegration, INWS staff will facilitate a 'restorative conversation'. By using a restorative method, it is hoped that the student will realise the impact of their actions, have a better understanding of another person's perspective and have a more positive outlook going forwards.

1. Before deciding that a suspension is necessary, staff should consider all other suggested consequences and interventions. The decision to suspend is one that INWS does not take lightly and will be sanctioned only when all other routes to supporting a young person have been exhausted or when a young person exhibits behaviour that would lead to harm if they remained with us.
2. Only the Headteacher (or in their absence, the Deputy Headteacher) is authorised to suspend a student on a fixed term basis. Before a decision is made, the Headteacher should attempt to make contact with an CEO. This is so that a dialogue can take place to establish whether there are any other options available.

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3. The Headteacher alongside the school's Designated Safeguarding Leads should also consider any child protection concerns that may impact the notification and enactment of an suspension.
4. While INWS may refer to suspension as 'Reflection Time', a sending home of any type is an suspension and is to be recorded and dealt with as such. Sending students home for poor behaviour or engagement on any other basis is unlawful and an alternative must be found for dealing with this.

Termination of Placement

Dual registration Placements

1. If on a dual registration the student remains the responsibility of their referrer while they are placed at INWS, in this case INWS will not 'permanently exclude'. Instead, INWS may close a student's place in agreement with a referring school/agency.
2. Referring schools/agencies must be involved in discussions leading to any decision to close a place as the responsibility remains with them for making ongoing arrangements for that student.
3. On a case-by-case basis, the INWS will always be prepared to consider re-admitting a young person where it is clear that the circumstances for the original close of place have changed.

Single registration

If a child is on the single roll of INWS and has an EHCP, an emergency review will be called for a change of provision. If the child is on single roll of INWS and does not have an EHCP then an emergency professionals meeting with the commissioner will be held to seek out a change of provision for the young person. INWS will not remove a child from roll until a more suitable placement has been found and transition has taken place.

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